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ABSTRACT

Based on data from the National Adult Literacy Survey (NALS) and census data, this document presents a series of studies on literacy in Nevada. Estimates of the literacy levels of Nevada's adults were derived from NALS data and census data. Employers who had in-state addresses and who employed 10 or more workers in unskilled jobs were surveyed to describe workplace literacy in Nevada. A staff survey of the Department of Human Resources was conducted to determine clients' literacy. Results of the studies indicated that: (1) over 200,000 adults in Nevada lack a high school diploma; (2) over 62,000 Nevada households are bilingual, but in over 13,000 households, no one speaks English; (3) the highest unemployment rates in Nevada are for 16-19 year olds who are non-high school graduates not enrolled in school; (4) Nevada's high school dropout rate was 8% during the 1992-93 school year; (5) nearly three quarters of employers agreed that their unskilled employees' basic education skills were generally adequate for their current jobs; (6) most literacy problems of Department of Human Resources customers involved non-English speaking customers who had difficulty understanding agency and program policies; (7) more than half of Nevada State Welfare Division's employment and training clientele have low literacy levels; and (8) half of Nevada's adult population function below acceptable literacy levels. Contains 13 charts of data drawn from the 1990 census. (RS)

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ED 399 510

Literacy in Nevada:
NEEDS ASSESSMENT .

lit-er-a-cy: an individual's ability to read, write and speak in English, and compute and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and develop one's knowledge and potential.

Source: Section 3 of P.L. 102-73, National Literacy Act of 1991.

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NEEDS ASSESSMENT

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LITERACY IN NEVADA: NEEDS ASSESSMENT

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LITERACY IN NEVADA: NEEDS ASSESSMENT

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LITERACY IN NEVADA: NEEDS ASSESSMENT

EXECUTIVE SUMMARY

By Emmy Bell, Coordinator, Nevada Literacy Coalition

Over 200,000 of Nevada adults, 18 and older, lack a high school diploma:

52,396 (6%) have less than a 9th grade education
148,061 (16%) attended high school but did not graduate

In over 13,000 Nevada households no one speaks English and over 62,000 households are bilingual:

13,870 households are "linguistically isolated"
62,447 households speak English "very well" in addition to their other household language

The highest unemployment rates in Nevada are for 16-19 year olds who are non-high school graduates not enrolled in school:

11% unemployment for high school graduates not enrolled in school
25% unemployment for non-high school graduates not enrolled in school

Over 50,000 of Nevada's 93,000 foreign born adults are not yet U.S. citizens.

Nevada's high school dropout rate was eight percent during the 1992-93 school year:

7% for Asian/Pacific Islanders
7% for Whites
9% for Blacks
10% for American Indian/Alaskan Native
14% for Hispanics

While nearly three-quarters of 696 respondents with unskilled employees agreed that their employees' basic education skills were generally adequate for their current jobs, employers identified several areas where inadequate skills were impacting their companies. Basic education skills were defined as "reading, writing, mathematics, speaking and listening skills in English that are generally necessary for employees in unskilled jobs to do satisfactory work."

62% of the respondents believed their job training would be more effective if employees had better basic skills
47% of the respondents had workers who could not be promoted due to poor basic skills
23% of the respondents thought bringing in new equipment would be a problem due to inadequate basic skills
15% of the respondents indicated that poor basic skills increased their operational costs 5% or more
11% of the respondents had difficulty providing safety training because of employees' limited basic skills

A Department of Human Resources (DHR) survey revealed that most literacy problems involved non-English speaking customers who had difficulty understanding agency and program policies as well as the forms and applications necessary to access those programs. DHR staff are frequently hindered by the customers' inability to communicate because either the agency had no bilingual staff or the clients did not bring an interpreter.

Many of the DHR customers who had difficulty with the English language communication skills had little or no problems with math and interpretive skills. In all languages, the numerical components, including denominations of money, are similar.

More than half of Nevada State Welfare Division's employment and training clientele have low literacy levels. Of the mandatory participants during the state fiscal year 1991:

58% scored below the 8.9 grade literacy level on the Test of Adult Basic Education (TABE)

51% did not have a high school diploma or equivalency

20% had been on Aid to Dependent Children (for single parents) or Aid to Dependent Children of Unemployed Parents (for two-parent families) for three out of the last five years

15% of these non-high school graduates were young parents (under age 24) with young children and little or no work history

The Nevada Literacy Coalition's statewide literacy assessment, modeled after the 1992 National Adult Literacy Survey (NALS), found that Nevada had half of its adult population, age 16 and older, functioning at or above acceptable literacy levels. The other half of the adult population was functioning below average.

NALS determined literacy levels by an individual's ability to successfully perform selected tasks:

prose: reading and writing
document: forms, charts, graphs, tables, and maps
quantitative: consumer math and word problems

Scores ranged from level one (lowest) to level five (highest) on each of the three literacy continuum.

A comparison of NALS to Nevada was made by applying a complicated mathematical formula to the data included in the 1990 Census long-forms for Nevada. Findings are:

Over 564,000 of Nevada's adults, 16 years and older, function at the three highest of five literacy levels. Over 561,000 of Nevada's adults function at the two lowest literacy levels:

137,223 (12%) at level 1
424,388 (38%) at level 2
422,137 (38%) at level 3
142,064 (12%) at levels 4 and 5 combined

Subtracting the 200,000 Nevadan adults lacking a high school diploma, 361,000 adults who reported being high school graduates now living in Nevada, function at levels one and two.

NATIONAL ADULT LITERACY SURVEY (NALS) AND NEVADA

Prepared by Michael B. Mooney & Associates

Approximately 50 percent of Nevada's population age 16 and over (about 500,000 people) function in the two lowest of five literacy levels. That estimate is derived from the National Adult Literacy Survey (NALS) and updated census data. The proportion of Nevada's population in the two lowest literacy levels is approximately the same as in the national population. Although Nevada did not participate in the NALS study, the survey's credibility makes it possible to describe the Nevada population as being in the two lowest literacy levels. This population is the target audience for Nevada's literacy programs.

1. Nationally, adults who have a low educational attainment are more likely to fall within the two lowest literacy levels. In 1990, more than 200,000 Nevada adults had less than a high school education.

2. Nationally, minority adults were more likely than white adults to perform at the two lowest literacy levels. In 1990, there were 136,000 minority adults living in Nevada.

3. Nationally, Hispanic adults reported the fewest years of schooling. In 1990, more than 16,000 Nevada Hispanic adults had less than a ninth grade education (more than 25% of the Hispanic population). More than 29,000 Hispanic adults had completed less than 12 years of education (more than 46% of the Hispanic population).

4. Nationally, individuals born in the United States generally outperformed individuals born abroad. In 1990, there were more than 94,000 foreign-born adults in Nevada (more than 8% of the state's population).

Difficulties of Selected Tasks Along the Prose, Document, and Quantitative Literacy Scales

Prose	Document	Quantitative
Level 1	**Level 1**	**Level 1**
Identify country in short article Locate one piece of information in sports article	Sign your name Locate expiration date on driver's license Locate time of meeting on a form Using pie graph, locate type of vehicle having specific sales	Total a bank deposit entry
Level 2	**Level 2**	**Level 2**
Underline meaning of a term given in government brochure on supplemental security income Locate two features of information in sports article Interpret instruction from an appliance warranty	Locate intersection on a street map Identify and enter background information on application for social security card	Calculate postage and fees for certified mail Calculate total costs of purchase from an order form
Level 3	**Level 3**	**Level 3**
Write a brief letter explaining error made on a credit card bill Read a news article and identify a sentence that provides interpretation of a situation Read lengthy article to identify two behaviors that meet a stated condition	Identify information from bar graph depicting source of energy and year Use sign-out sheet to respond to call about resident Use bus schedule to determine appropriate bus for given set of conditions Enter information given into an automobile maintenance record form	Using calculator, calculate difference between regular and sale price from an advertisement Using calculator, determine the discount from an oil bill if paid within 30 days Calculate miles per gallon using information given on mileage record chart Plan travel arrangements for meeting using flight schedule
Level 4	**Level 4**	**Level 4**
State in writing an argument made in a lengthy newspaper article Explain difference(s) between two types of employee benefits Contrast views expressed in two editorials on technologies available to make fuel-efficient cars Generate unfamiliar theme from short poems Compare two metaphors used in poetry	Identify the correct percentage meeting specified conditions from a table of such information Use bus schedule to determine appropriate bus for given set of conditions Use table of information to determine pattern in oil exports across years	Determine correct change using information in a menu Using information stated in news article, calculate amount of money that should go to raising a child Using eligibility pamphlet, calculate the yearly amount a couple would receive for basic supplemental security income
Level 5	**Level 5**	**Level 5**
Compare approaches stated in narrative on growing up Summarize two ways lawyers may challenge prospective jurors Interpret a brief phrase from a lengthy news article	Use information in table to complete a graph including labeling axes Use table comparing credit cards. Identify the two categories used and write two differences between them Using a table depicting information about parental involvement in school survey, write a paragraph summarizing extent to which parents and teachers agree	Determine shipping and total costs on an order form for items in a catalog Using information in news article, calculate difference in times for completing a race Using calculator, determine the total cost of carpet to cover a room

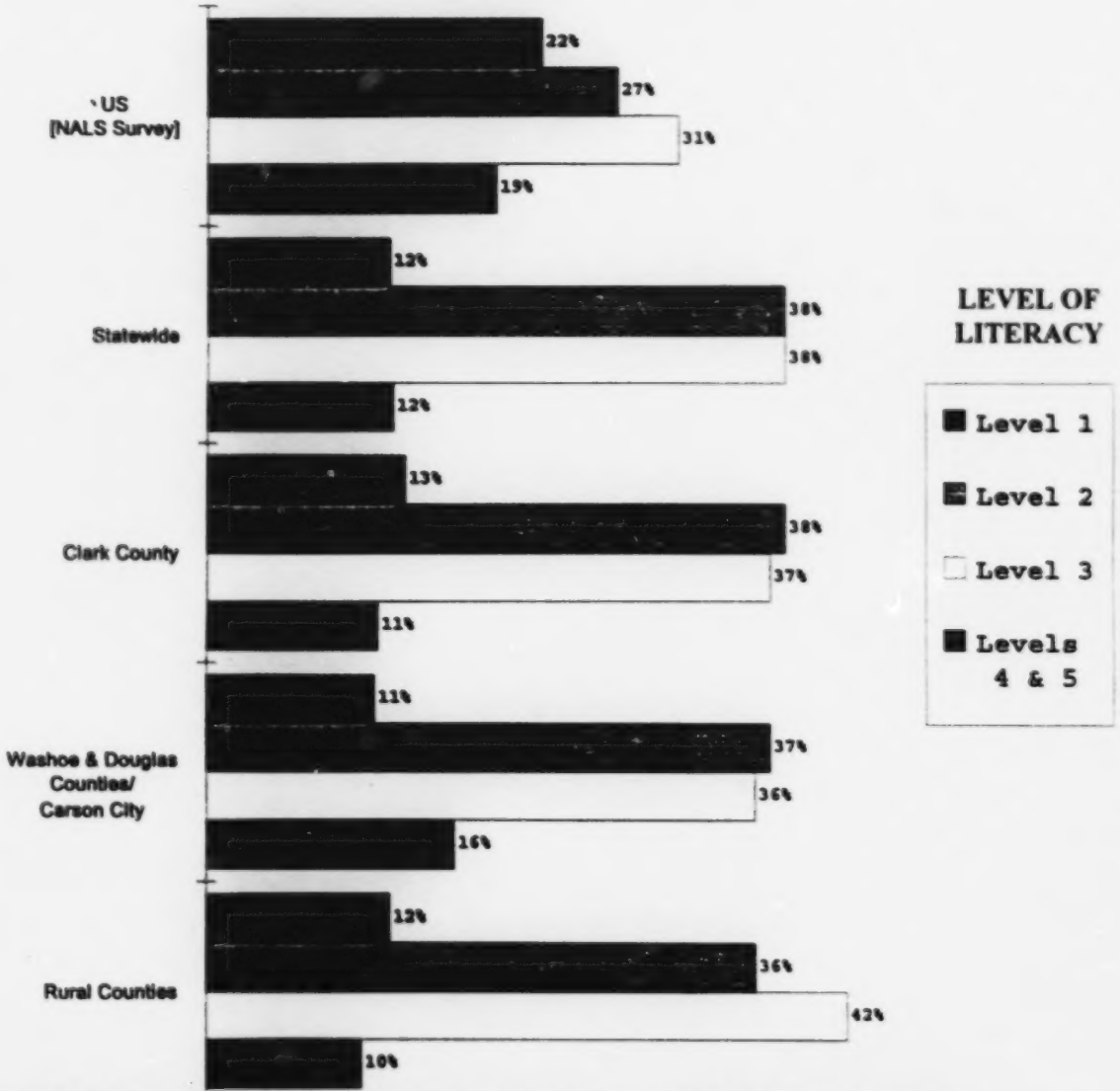
SOURCE: Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad. (1993) Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey. Washington: Government Printing Office. p. 30.

Description of the Prose, Document, and Quantitative Literacy Levels

Prose	Document	Quantitative
Level 1	**Level 1**	**Level 1**
Most of the tasks in this level require the reader to read relatively short text to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. If plausible but incorrect information is present in the text, it tends not to be located near the correct information.	Tasks in this level tend to require the reader either to locate a piece of information based on a literal match or to enter information from personal knowledge onto a document. Little, if any, distracting information is present.	Tasks in this level require readers to perform single, relatively simple arithmetic operations, such as addition. The numbers to be used are provided and the arithmetic operation to be performed is specified.
Level 2	**Level 2**	**Level 2**
Some tasks in this level require readers to locate a single piece of information in the text; however, several distractors or plausible but incorrect pieces of information may be present, or low-level inferences may be required. Other tasks require the reader to integrate two or more pieces of information or to compare and contrast easily identifiable information based on a criterion provided in the question or directive.	Tasks in this level are more varied than those in Level 1. Some require the readers to match a single piece of information; however, several distractors may be present, or the match may require low-level inferences. Tasks in this level may also ask the reader to cycle through information in a document or to integrate information from various parts of a document.	Tasks in this level typically require readers to perform a single operation using numbers that are either stated in the task or easily located in the material. The operation to be performed may be stated in the question or easily determined from the format of the material (for example, an order form).
Level 3	**Level 3**	**Level 3**
Tasks in this level tend to require readers to make literal or synonymous matches between the text and information given in the task, or to make matches that require low-level inferences. Other tasks ask readers to integrate information from dense or lengthy text that contains no organizational aids such as headings. Readers may also be asked to generate a response based on information that can be easily identified in the text.	Some tasks in this level require the reader to integrate multiple pieces of information from one or more documents. Others ask readers to cycle through rather complex tables or graphs which contain information that is irrelevant or inappropriate to the task.	In tasks in this level, two or more numbers are typically needed to solve the problem, and these must be found in the material. The operation(s) needed can be determined from the arithmetic relation terms used in the question or directive.
Level 4	**Level 4**	**Level 4**
These tasks require readers to perform multiple-feature matches and to integrate or synthesize information from complex or lengthy passages. More complex inferences are needed to perform successfully. Conditional information is frequently present in tasks at this level and must be taken into consideration by the reader.	Tasks in this level, like those at the previous levels, ask readers to perform multiple-feature matches, cycle through documents, and integrate information; however, they require a greater degree of inferencing. Many of these tasks require readers to provide numerous responses but do not designate how many responses are needed. Conditional information is also present in the document tasks at this level and must be taken into account by the reader.	These tasks tend to require readers to perform two or more sequential operations or a single operation in which the quantities are found in different types of displays, or the operation(s) must be inferred from semantic information given or drawn from prior knowledge.
Level 5	**Level 5**	**Level 5**
Some tasks in this level require the reader to search for information in dense text which contains a number of plausible distractors. Others ask readers to make high-level inferences or use specialized background knowledge. Some tasks ask readers to contrast complex information.	Tasks in this level require the reader to search through complex displays that contain multiple distractors, to make high-level text-based inferences, and to use specialized knowledge.	These tasks require readers to perform multiple operations sequentially. They must disembed the features of the problem from text or rely on background knowledge to determine the quantities or operations needed.

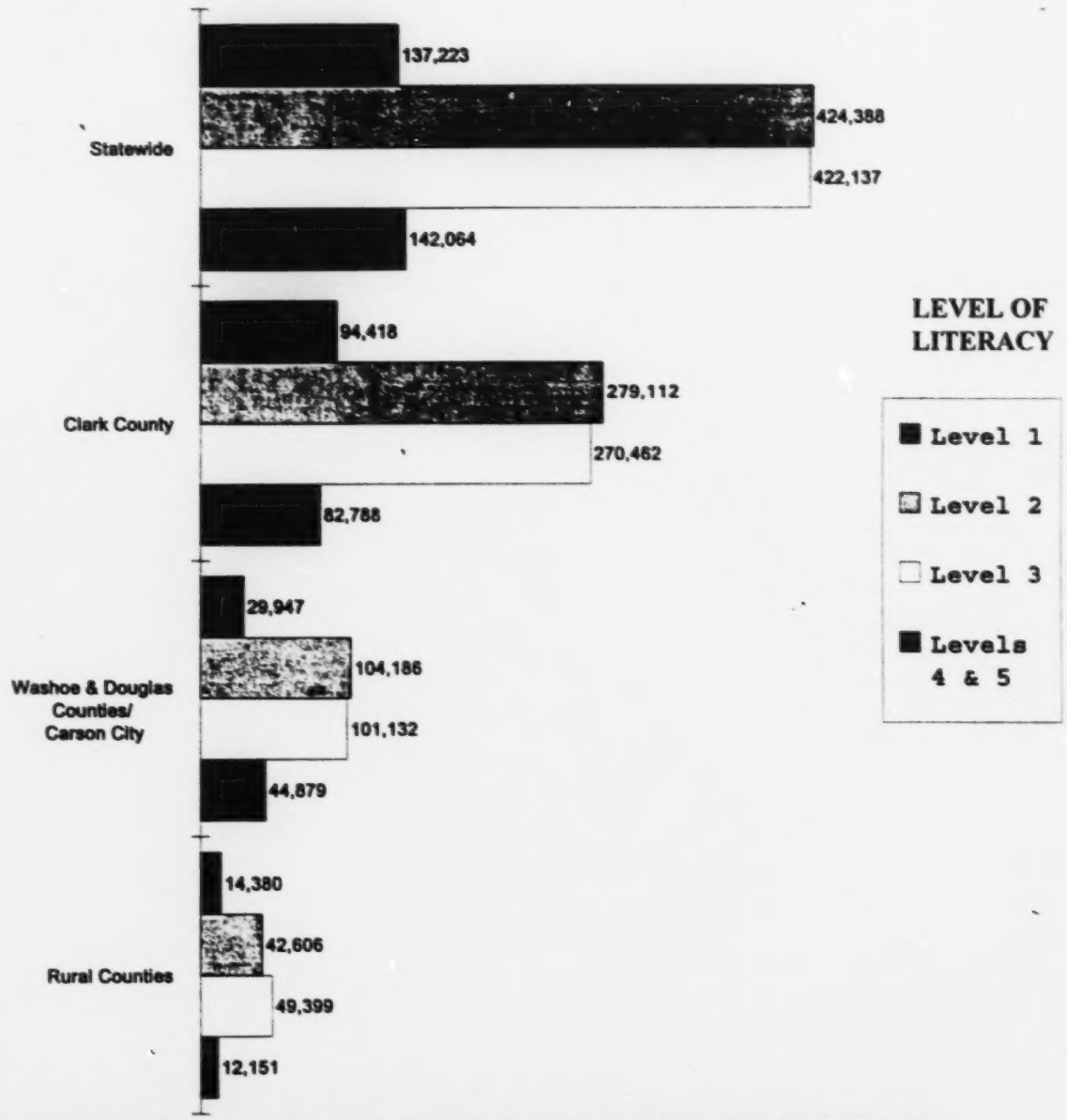
SOURCE: Irwin S. Kirsch, Ann Jungeblut, Lynn Jenkins, and Andrew Kolstad. (1993) Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey. Washington: Government Printing Office. p. 11.

COMBINED LITERACY PROFICIENCIES OF U. S. AND NEVADA ADULTS 16 YEARS AND OLDER, BY LEVEL OF LITERACY PROFICIENCY, PERCENT OF POPULATION AND GEOGRAPHIC LOCATION, 1994



Source: Calculated from a regression equation derived by Stephen Reder, "Synthetic Estimates of NALS Literacy Proficiencies from 1990 Census Microdata," Literacy, Language & Communication Program, Northwest Regional Educational Lab, Portland, OR.

COMBINED LITERACY PROFICIENCIES OF NEVADA ADULTS 16 YEARS AND OLDER, BY LEVEL OF LITERACY PROFICIENCY, NUMBER OF PEOPLE AND GEOGRAPHIC LOCATION, 1994



Source: Calculated from a regression equation derived by Stephen Reder, "Synthetic Estimates of NALS Literacy Proficiencies from 1990 Census Microdata," Literacy, Language & Communication Program, Northwest Regional Educational Lab, Portland, OR.

WORKPLACE LITERACY IN NEVADA:

SURVEY OF EMPLOYERS

AND EXTENT OF CURRENT PROGRAMS

STUDY SPONSORED BY THE NEVADA LITERACY COALITION AND STATE JOB TRAINING OFFICE, CARSON CITY, NEVADA.

BY VICKY RAMAKKA, WORKPLACE SURVEY COORDINATOR

Our changing economy puts demands on the current workforce to adapt to new procedures and increase productivity. The "skills gap" is the ever widening gap between the existing workforce and the education and skills demanded in a highly competitive information based economy. Workplace literacy involves basic reading, writing, computation, speaking and listening skills which are required for acceptable performance of worksite tasks and the capability of using these skills to adapt to changes in the workplace.

The purpose of this study was to determine whether Nevada employers perceived a lack of basic education skills among the adult workforce and whether lack of basic education skills was a hindrance to their organization's effectiveness. The study focused on currently employed adults in unskilled jobs. An additional objective of this study was to determine the extent of workplace literacy programs offered at business sites.

SURVEY

The survey was first mailed in May, 1994 to 2,021 private sector businesses selected at random from a database provided by the Employment Security Department. This group represented a 25% sample of employers who had in-state addresses and employed 10 or more workers.

Two follow-up mailings were sent to non-respondents. Altogether, 1,163 surveys were received accounting for 1,182 businesses in the sample due to some corporate responses representing more than one site. Of these, 696 respondents reported having one or more unskilled employees during May, 1994. Since the study focused on unskilled employees, the results are based on these 696 respondents. Total number of employees represented by this group was 42,137 skilled or semi-skilled workers and 27,211 unskilled workers.

RESULTS

While nearly three-quarters of the 696 respondents with unskilled employees agreed that their employees' basic education skills were generally adequate for their current jobs, employers identified several areas where inadequate skills were impacting their companies. Basic education skills were defined as reading, writing, mathematics, speaking and listening skills in English that are generally necessary for employees in unskilled jobs to do satisfactory work.

62% of the respondents believed their job training would be more effective if employees had better basic skills

47% of the respondents had workers who could not be promoted due to poor basic skills

23% of the respondents thought bringing in new equipment would be a problem due to inadequate basic skills

11% of the respondents had difficulty providing safety training because of employees' limited basic skills

15% of the respondents indicated that poor basic skills increased their operational costs 5% or more

Some businesses have adopted strategies for coping with inadequate basic skills. More than a third of the respondents (38%) said their companies required people to complete application forms on the premises. Seventy-eight (11%) respondents said their companies tested job applicants for reading or writing or math. Of these, 35 (45%) said they rejected 30% or more of the applicants due to inadequate reading or writing or math skills.

Some employers supported employee education. Two percent (15) of the respondents indicated some type of workplace literacy education taking place at their site. Twenty percent of the respondents reported that their companies would provide some type of incentive for unskilled employees to attend classes either on site or elsewhere in their communities. Half of these paid for some or all of the costs of the classes.

Forty-two percent of the respondents said they would be interested in methods to encourage employees to attend adult education or GED classes. Thirty percent indicated interest in information about basic education services available for workplace education. There was limited interest concerning information about starting a basic education class at the business site, except for those respondents from companies which employed 500 or more workers, in which 43% expressed interest in this area.

IMPLICATIONS

Employers who are able to prepare to prepare employees for advancement and offer continuous job training may be better positioned to adapt to a changing future. In this study, employers expressed concern that inadequate basic skills were detrimental to their promotion and job training efforts. Half the respondents said they would be interested in learning about methods to encourage employees to attend adult education or GED classes. Thirty percent indicated interest in information about basic education services available for workplace education.

Respondents' written comments on the survey also indicated an unwillingness to allocate additional public funds for workplace education. These trends lead to the likelihood of substantially increased demand on existing adult education and volunteer literacy programs. Considering that approximately 98% of Nevada businesses have 100 or fewer employees, it is likely that small employers will need to rely on existing volunteer and publicly funded programs to supply workplace education.

RECOMMENDATIONS

1. Organize an informational campaign targeted to employers concerning methods to encourage employees to attend classes. Information about the types of incentives described by the respondents in this study could be a starting point.

2. Distribute to employers a concise list of education providers, perhaps by county or regions of the state. The Nevada Literacy Coalition currently has a state-wide directory of providers, which could be used as a base for this.

3. Inform providers of the interest by employers in information about available services. Literacy providers often work with human services agencies, and may be overlooking the business community. Community colleges, public schools and other larger providers should be encouraged to develop lists of employers in their service area for regularly distributing class schedules.

4. Such agencies as the Nevada Literacy Coalition and State Department of Education Adult Basic Education Office might consider focusing on workplace literacy as a theme for its training activities with instructors and literacy volunteers, with emphasis on functional context literacy and methods to work with students on their job-related reading, writing and mathematics tasks.

5. The Nevada Literacy Coalition and State Department of Education Adult Basic Education Office should offer training activities for English as a Second Language instructors and volunteers in methods to incorporate work-related vocabulary and cultural aspects of the workplace into their curriculums.

6. Such agencies as the Small Business Development Centers or Economic Development Authorities might organize workshops for managers and supervisors focusing on multi-cultural workplaces and basic ESL teaching techniques that could be carried out in the workplace.

7. Since small employers rely on existing publicly funded programs and certain industries show need for different types of basic skills (as evidenced by the survey), community colleges and larger providers may consider coordinating with a group of businesses within the same industry to offer a class at a time and with content that would serve their employees. This approach would keep the class open to the public, focus on content motivating to the students and fulfill workplace education needs.

8. An informational campaign should be organized targeted to employers concerning symptoms of illiteracy in the workplace. Illiteracy is an invisible impairment. What may be perceived by supervisors as a lack of motivation, may be in reality reluctance on the part of an employee to expose his or her lack of reading, writing or mathematical ability.

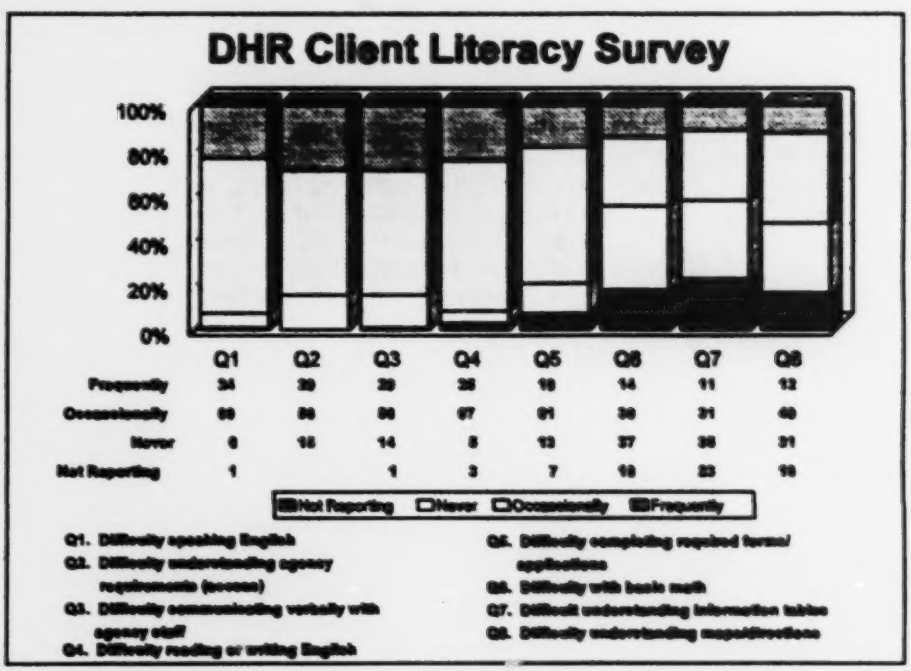
Nevada Literacy Assessment
Department Of Human Resources
Staff Survey

Al Glover, J.D.

The Nevada Department of Human Resources (DHR) is the largest state agency directly serving the public. A wide range of services are provided by DHR's constituent divisions: Aging Services; Child and Family Services; Health; Indian Commission; Mental Hygiene/Mental Retardation; Public Defender; and Welfare. Many of the clients of these divisions represent disadvantaged populations.

As part of the statewide literacy assessment, a survey instrument was developed and sent to staff at each of DHR's sites statewide. The survey sought information regarding the level and frequency of client problems dealing with literacy issues, such as the client's ability to understand spoken English and the requirements for applying for various DHR services and benefits, including the completion of forms. The response rate for the survey was 65%.

The table below shows the results of the survey for eight literacy-related questions. The first five questions focused on client difficulties with spoken and/or written English, with the last three focusing on basic math skills and the ability to understand information tables, maps and directions.



There is an apparent distinction between the first group (1-5) of responses related to English language communication skills and the second group (6-8), dealing with math and interpretive skills. While the "never" responses for the basic English questions ranged from 5percent to 15 percent, the same response for the second group of questions ranged from 31% to 37%. This result supports an inference that the primary difficulties facing DHR clients are involved with translating or understanding basic English as a second language rather than a lack of cognitive or literacy skills in any language.

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This inference is also supported by the many comments from respondents indicating that the primary literacy problems they encountered were due to Hispanic clients who simply did not understand English, but were able to understand and communicate orally and in writing in Spanish. Nearly 60% of respondents reported that clients had frequently or occasionally informed them of literacy/ language difficulties with other agencies.

The difficulties experienced by such clients are exacerbated by a lack of bilingual agency employees, as only 11 of 140 respondents indicated they were bilingual in Spanish. An encouraging note is found in the willingness of staff to participate in training to assist them in dealing with these clients, with nearly a third (32%) of all respondents indicating such a willingness.

Additional findings based on the survey and respondent comments include:

- DHR staff are frequently hindered by their clients' inability to communicate in English because either the agency did not have bilingual staff or the client did not bring an interpreter. Lack of bilingual staff is even more of a problem when it is necessary to contact a client by telephone.

- DHR staff are impeded by the unavailability of required forms in Spanish.

- Nearly all clients who have literacy difficulties were Hispanic, whose literacy issues were related to a lack of knowledge of English rather than a lack of any basic literacy skills. Of the very few non-Hispanic clients with literacy issues, most were identified as mentally retarded or otherwise deficient.

Implications:

Nevada continues to grow at a rapid pace. Many families come to Nevada and obtain employment in lower-paid service jobs associated with the gaming and tourism industry, and many of these families are literate in Spanish but not in English. The services provided by DHR's constituent divisions are intended to help families in need in such a way that they may become self-sufficient and contributing members of their communities. Language barriers hinder the Department's ability to provide such services and hinder the families' ability to achieve self-sufficiency as soon as possible.

DEMOGRAPHICS

Prepared by Michael B. Mooney & Associates

Education

In 1990, in Nevada:

- 22% of Nevada adults 18 years and older (200,000) have not completed a high school education.
- 21% of Nevada adults 25 years and older (169,000 people) have not completed a high school education.
  - ◊ 19% of Nevada White adults 25 years and older (131,000 people) have not completed a high school education.
  - ◊ 29% of Nevada Black adults 25 years and older (12,000 people) have not completed a high school education.
  - ◊ 31% of Nevada American Indian/Eskimo/Aleut adults 25 years and older (3,500 people) have not completed a high school education.
  - ◊ 26% of Nevada Asian/Pacific Islander adults 25 years and older (6,000 people) have not completed a high school education.
  - ◊ 54% of Nevada Other race adults 25 years and older (131,000 people) have not completed a high school education.

Employment and Education

In 1990, in Nevada:

- Less than 6% of the Nevada labor force 16 years and older (43,000 people) was unemployed, as compared to 17% (5,600 people) of all Nevadans 16-19 years old.
  - ◊ 25% of Nevada non-high school graduates 16-19 years old (1,500 people) were unemployed.
  - ◊ 16% of Nevadans 16-19 years old (3,000 people) enrolled in school were unemployed.
  - ◊ 11% of Nevada high school graduates 16-19 years old (800 people) were unemployed.

In 1992, in the U. S.:

- The rate of unemployment for persons 16 years and older is higher for persons with lower educational attainment than for persons with higher levels of education.

- ◊ All persons 16 to 24 years old with less than a high school education had an unemployment rate of 25%, as compared to 9% for all persons with a bachelor's degree or higher. All persons 25 years and over with less than a high school education had an unemployment rate of 11%, as compared to 3% for all persons with a bachelor's degree or higher.
- ◊ White persons 16 to 24 years old with less than a high school education had an unemployment rate of 22%, as compared to 6% for such persons with a bachelor's degree or higher. White persons 25 years and over with less than a high school education had an unemployment rate of 11%, as compared to 3% for such persons with a bachelor's degree or higher.
- ◊ Black persons 16 to 24 years old with less than a high school education had an unemployment rate of 29%, as compared to 8% for such persons with a bachelor's degree or higher. Black persons 25 years and over with less than a high school education had an unemployment rate of 15%, as compared to 4% for such persons with a bachelor's degree or higher.
- ◊ Hispanic persons 16 to 24 years old with less than a high school education had an unemployment rate of 20%, as compared to 10% for such persons with a bachelor's degree or higher. Hispanic persons 25 years and over with less than a high school education had an unemployment rate of 13%, as compared to 5% for such persons with a bachelor's degree or higher.

Earnings and Education

In 1992, nationally:

- ◆ Median annual earnings are significantly higher for the managerial and professional occupations ($36,000) which generally require higher levels of education than do other occupational specialties ($14,000 to $16,000 in service and agricultural occupations) which do not require high educational attainment levels.
- ◆ Median incomes of persons 25 years and older increase with each higher level of education, except for women age 65 and over.
  - ◊ Men with less than a 9th grade education had median incomes of at least $12,000. Women with less than a 9th grade education had median incomes of at least $8,000.
  - ◊ Men with a bachelor's or higher degree had median incomes of at least $40,000. Women with a bachelor's or higher degree had a median income of at least $26,000.

Household Language(s)

In 1990, in Nevada:

- 3% of Nevada households (14,000 households) were linguistically isolated (i.e., no one in the household spoke English).
  - 1.9% of Nevada households (9,000 households) spoke only Spanish.
  - 0.6% of Nevada households (2,600 households) spoke only an Asian or Pacific Island language.
  - 0.5% of Nevada households (2,400 households) spoke some other language.
- 20% of Nevadans age 5 and over in 1990 (29,000 people) did not speak English well or did not speak English at all.

Citizenship/Civil Status

In 1990, in Nevada:

- 9% of Nevada residents (105,000 people) were foreign-born.
  - 1% of all Nevadans under 18 (11,000 people) were foreign-born.
  - 10% of all Nevadans 18 years and older (94,000 people) in 1990 were foreign-born.
- 5% of Nevada residents (61,000 people) were not U.S. citizens.
  - 1% of Nevada non-citizen residents (9,000 people) were under 18 years of age.
  - 4% of Nevada non-citizen residents (52,000 people) were 18 years or older.

EDUCATIONAL ATTAINMENT, ALL PERSONS 18 YEARS AND OLDER, BY GRADE LEVEL AND COUNTY, NEVADA, 1990

County	<9th Grade	9th-12th Grade No Diploma	Less Than High School Diploma	High School Graduate	Some College No Degree	Associate Degree	Bachelor's Degree	Grad/Prof Degree	Total
Churchill	668	2,080	2,748	4,442	3,393	718	1,189	337	12,827
Clark	33,864	96,665	130,529	182,677	146,972	30,581	46,085	24,011	560,855
Douglas	662	2,245	2,907	6,324	5,940	1,503	2,613	1,191	20,478
Elko	1,630	3,675	5,305	7,969	5,729	1,645	1,988	698	22,834
Esmeralda	77	232	309	357	199	59	85	19	1,028
Eureka	73	212	285	395	204	93	122	20	1,119
Humboldt	965	1,413	2,378	3,200	1,968	462	758	217	8,983
Lander	263	881	1144	1,815	625	175	278	114	4,151
Lincoln	185	385	570	835	664	122	203	102	2,496
Lyon	1,120	2,648	3,768	5,663	3,063	839	931	331	14,595
Mineral	352	938	1290	1,772	967	235	288	93	4,645
Nye	899	2,546	3,445	5,249	3,050	567	838	349	13,498
Pershing	309	514	823	1,316	534	124	143	50	2,990
Storey	88	215	303	709	492	126	215	108	1,953
Washoe	9,280	27,651	36,931	55,270	55,298	12,621	24,642	11,750	196,512
White Pine	461	1,430	1,891	2,259	1,467	364	520	204	6,705
Carson City	1,500	4,331	5,831	10,037	8,654	2,218	2,966	1,699	31,405
Total	52,396	148,061	200,457	290,289	238,719	52,452	83,864	41,293	907,074
Percent	5.78%	16.32%	22.10%	32.00%	26.32%	5.78%	9.25%	4.55%	100.00%

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.

EDUCATIONAL ATTAINMENT, ALL PERSONS 25 YEARS AND OLDER, BY GRADE LEVEL AND COUNTY, NEVADA, 1990

County	<9th Grade	9th-12th Grade No Diploma	Less Than High School Diploma	High School Graduate	Some College No Degree	Associate Degree	Bachelor's Degree	Grad/Prof Degree	Total
Churchill	623	1,697	2,320	3,765	3,092	655	1,149	337	11,318
Clark	31,036	79,250	110,286	156,127	124,921	28,323	43,492	23,759	486,908
Douglas	572	1,829	2,401	5,792	5,492	1,426	2,580	1,191	18,882
Elko	1,400	2,788	4,188	6,660	4,548	1,522	1,917	681	19,516
Esmeralda	61	199	260	307	185	59	82	19	912
Eureka	69	180	249	348	180	90	116	20	1,003
Humboldt	799	1,095	1,894	2,706	1,756	444	726	217	7,745
Lander	255	699	954	1,507	546	166	271	112	3,556
Lincoln	174	339	513	743	611	120	201	99	2,287
Lyon	1,050	2,257	3,307	5,108	2,854	816	925	323	13,333
Mineral	346	760	1106	1,521	883	227	279	93	4,109
Nye	879	2,169	3,048	4,635	2,907	512	812	349	12,263
Pershing	297	413	710	1,154	495	94	141	50	2,644
Storey	88	190	278	636	438	120	210	105	1,787
Washoe	8,297	21,384	29,681	47,277	45,501	11,777	23,429	11,696	169,341
White Pine	443	1,162	1,605	1,999	1,332	354	484	197	5,971
Carson City	1,382	3,466	4,848	6,681	7,858	2,098	2,679	1,699	28,063
Total	47,771	119,857	167,628	248,968	203,599	48,803	79,693	40,947	789,638
Percent	6.05%	15.18%	21.23%	31.53%	25.78%	6.18%	10.09%	5.19%	100.00%

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.

EDUCATIONAL ATTAINMENT
NUMBER AND PERCENT DISTRIBUTION OF ALL PERSONS 25 YEARS AND OLDER BY EDUCATIONAL LEVEL AND RACE, NEVADA, 1990

Race/Ethnicity	<9th Grade	9th-12th Grade	Less Than High School Diploma	High School Graduate	College No Degree	Associate Degree	Bachelor's Degree	Grad/Prof Degree
White	31,814	99,007	130,821	219,898	181,317	43,007	71,722	37,315
Black	3,215	9,284	12,499	13,156	10,841	2,480	2,417	1,424
AI/E/A[1]	1,080	2,503	3,583	3,654	2,863	816	637	316
A/PI[2]	2,936	3,398	6,334	6,291	4,853	1,597	3,891	1,464
Other	8,726	5,665	14,391	5,969	3,725	903	1,026	428
Total	47,771	119,857	167,628	248,968	203,599	48,803	79,693	40,947
Hispanic[3]	15,806	13,131	28,937	15,456	10,893	2,822	3,088	1,311

Percent of Racial/Ethnic Population

Race/Ethnicity	<9th Grade	9th-12th Grade	Less Than High School Diploma	High School Graduate	College No Degree	Associate Degree	Bachelor's Degree	Grad/Prof Degree
White	4.65%	14.47%	19.12%	32.15%	26.51%	6.29%	10.48%	5.45%
Black	7.51%	21.68%	29.19%	30.73%	25.32%	5.79%	5.64%	3.33%
AI/E/A[1]	9.10%	21.09%	30.19%	30.79%	24.12%	6.88%	5.37%	2.66%
A/PI[2]	12.02%	13.91%	25.93%	25.75%	19.86%	6.54%	15.93%	5.99%
Other	33.00%	21.42%	54.42%	22.57%	14.09%	3.42%	3.88%	1.62%
Total	6.05%	15.18%	21.23%	31.53%	25.78%	6.18%	10.09%	5.19%
Hispanic[3]	25.29%	21.01%	46.29%	24.73%	17.43%	4.51%	4.94%	2.10%

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.

[1] American Indian/Eskimo/Aleut

[2] Asian/Pacific Islander

[3] Includes people who declare themselves to be of Hispanic origin. Hispanic persons may be included in any other racial group. Hispanic, by itself, is not a racial group.

COMPARATIVE UNEMPLOYMENT RATES OF PERSONS 16-19 YEARS OF AGE, BY SCHOOL ENROLLMENT STATUS, LABOR FORCE, AND COUNTY, NEVADA, 1990

County	Civilians Enrolled in School			High School Graduates Not Enrolled in School		
	Total Labor Force	Number Unemployed	Percent of Labor Force Unemployed	Total Labor Force	Number Unemployed	Percent of Labor Force Unemployed
Churchill	335	32	9.55%	127	27	21.26%
Clark	12,117	2,139	17.65%	4,732	566	11.96%
Douglas	568	103	18.13%	77	13	16.88%
Elko	606	113	18.65%	182	8	4.40%
Esmeralda	11	0	0.00%	15	6	40.00%
Eureka	16	2	12.50%	4	0	0.00%
Humboldt	230	42	18.26%	112	8	7.14%
Lander	128	9	7.03%	38	2	5.26%
Lincoln	42	0	0.00%	25	2	8.00%
Lyon	267	24	8.99%	79	14	17.72%
Mineral	81	24	29.63%	63	18	28.57%
Nye	201	42	20.90%	102	14	13.73%
Pershing	99	18	18.18%	21	0	0.00%
Storey	36	2	5.56%	19	3	15.79%
Washoe	4,698	637	13.56%	1,619	136	8.40%
White Pine	107	24	22.43%	29	0	0.00%
Carson City	877	106	12.09%	180	14	7.78%
Statewide	20,419	3,317	16.24%	7,424	831	11.19%

Note: Civilians include those persons who are not in the armed forces and who are available for employment.

County	Non-High School Graduates Not Enrolled in School			Overall Unemployment of 16 through 19 Year Old Population		
	Total Labor Force	Number Unemployed	Percent of Labor Force Unemployed	Total 16 - 19 Year Old Labor Force	Total 16 -19 Year Old Unemployed	Statewide 16 -19 Year Old Unemployment Rate
Churchill	39	12	30.77%	501	71	14.17%
Clark	4,231	1,042	24.63%	21,080	3,747	17.78%
Douglas	81	5	6.17%	726	121	16.67%
Elko	240	75	31.25%	1,028	196	19.07%
Esmeralda	13	4	30.77%	39	10	25.64%
Eureka	6	0	0.00%	26	2	7.69%
Humboldt	74	12	16.22%	416	62	14.90%
Lander	16	11	68.75%	182	22	12.09%
Lincoln	4	0	0.00%	71	2	2.82%
Lyon	38	15	39.47%	384	53	13.80%
Mineral	19	19	100.00%	163	61	37.42%
Nye	75	31	41.33%	378	87	23.02%
Pershing	7	2	28.57%	127	20	15.75%
Storey	0	0	0.00%	55	5	9.09%
Washoe	1,002	252	25.15%	7,319	1,025	14.00%
White Pine	18	5	27.78%	154	29	18.83%
Carson City	146	44	30.14%	1,203	184	13.63%
Statewide	6,009	1,529	25.45%	33,852	5,677	16.77%

SOURCE: U.S. Department of Commerce, Bureau of the Census, 1990 U.S. Census Summary Tape File 3A.

NEVADA LABOR FORCE ESTIMATES OF EMPLOYMENT, UNEMPLOYMENT, AND UNEMPLOYMENT RATES FOR PERSONS 16 YEARS AND OLDER, 1990 AND 1994

County	1990 Labor Force[1]			Unemployment Rate	
	Total	Employed	Unemployed	1990[1]	1994[2]
Churchill	8,680	8,100	580	6.60%	7.54%
Clark	499,200	471,430	27,770	5.60%	6.70%
Douglas	16,380	15,490	900	5.50%	4.78%
Elko	20,390	19,300	1,090	5.40%	5.64%
Esmeralda	730	680	50	6.50%	8.56%
Eureka	930	850	80	8.60%	3.69%
Humboldt	8,260	7,860	410	4.90%	6.53%
Lander	2,790	2,540	250	9.10%	7.10%
Lincoln	1,540	1,400	130	8.70%	4.59%
Lyon	10,310	9,480	830	8.00%	5.17%
Mineral	2,960	2,710	250	8.30%	8.15%
Nye	10,740	10,100	630	5.90%	5.35%
Pershing	2,090	1,960	130	6.10%	7.94%
Storey	1,430	1,370	60	4.10%	6.11%
Washoe	165,400	156,700	8,700	5.00%	5.09%
White Pine	3,480	3,170	310	8.80%	7.45%
Carson City	21,680	20,350	1,330	6.10%	5.06%
Statewide Total	776,990	733,490	43,500	5.60%	6.19%

SOURCE:

[1] U.S. Department of Commerce, Bureau of the Census, 1990 U.S. Census Summary Tape File 3A. Labor Force is defined as all persons classified in the civilian labor force plus active duty members of the US Armed Forces.

[2] Nevada Employment Security Division.

Unemployment Rate of Persons 16 Years Old and Over, by Age, Sex Race/Ethnicity, and Highest Degree Attained, United States, 1992.

	Percent Unemployed[1]			
	Persons 16 to 24 Years Old[2]			
	Total	16-19 Years	20-24 Years	25 Years and Over
All Persons				
All Educational Levels	14.3%	21.7%	12.0%	8.1%
Less Than HS Graduate	24.9%	27.8%	22.3%	11.4%
HS Graduate, No College	13.9%	18.8%	12.5%	6.8%
Associate Degree	6.0%	14.6%	5.8%	4.7%
Some College, No Degree	9.6%	11.5%	9.3%	6.0%
Bachelor's Degree or Higher	8.5%	0.0%	6.5%	3.2%
Men				
All Educational Levels	15.1%	22.0%	13.0%	6.4%
Less Than HS Graduate	23.6%	26.8%	21.1%	11.4%
HS Graduate, No College	14.7%	19.5%	13.5%	7.3%
Some College, No Degree	9.4%	10.6%	9.2%	6.1%
Bachelor's Degree or Higher	7.7%	0.0%	7.7%	3.3%
Women				
All Educational Levels	13.3%	21.4%	10.9%	5.7%
Less Than HS Graduate	27.1%	29.3%	24.8%	11.4%
HS Graduate, No College	13.0%	18.0%	11.4%	6.2%
Some College, No Degree	9.8%	12.2%	9.4%	5.8%
Bachelor's Degree or Higher	5.5%	0.0%	5.5%	3.0%
White[3]				
All Educational Levels	12.0%	18.4%	10.0%	5.5%
Less Than HS Graduate	21.5%	24.0%	19.2%	10.7%
HS Graduate, No College	11.5%	15.6%	10.3%	6.0%
Some College, No Degree	7.8%	9.5%	7.5%	5.4%
Bachelor's Degree or Higher	6.3%	0.0%	6.3%	3.0%
Black[3]				
All Educational Levels	28.8%	41.8%	24.8%	10.9%
Less Than HS Graduate	44.4%	49.4%	40.1%	15.1%
HS Graduate, No College	26.6%	37.2%	24.1%	12.3%
Some College, No Degree	21.6%	26.1%	21.0%	10.3%
Bachelor's Degree or Higher	7.6%	0.0%	7.6%	4.4%
Hispanic Origin[4]				
All Educational Levels	16.7%	26.5%	13.7%	9.6%
Less Than HS Graduate	20.3%	29.0%	16.5%	12.8%
HS Graduate, No College	14.7%	23.2%	12.4%	9.0%
Some College, No Degree	11.4%	18.8%	10.5%	84.0%
Bachelor's Degree or Higher	10.3%	0.0%	10.3%	5.0%

Source: US Department of labor, Bureau of Labor Statistics, Office of Employment and Unemployment Statistics. Unpublished Data. (Table prepared, May 1993.).

[1] The unemployment rate is the percent of individuals in the labor force who are not working and who made specific efforts to find employment sometime during the prior 4 weeks. The labor force includes both employed and unemployed persons.

[2] Excludes persons enrolled in school.

[3] Included persons of Hispanic origin.

[4] Persons of Hispanic origin may be of any race.

Median Weekly and Annual[1] Earnings of Year-Round Full-Time Wage and Salary Workers 16 Years Old and Over, by Principal Occupational Category, United States, 1994

Occupation	Both Sexes			Men			Women		
	Number of Workers [thousands]	Median Weekly Earnings	Median Annual Earnings	Number of Workers [thousands]	Median Weekly Earnings	Median Annual Earnings	Number of Workers [thousands]	Median Weekly Earnings	Median Annual Earnings
Total, 16 Years and Over	87,379	$467	$24,284	40,992	$522	$27,144	37,386	$399	$20,748
Managerial & Professional	25,208	$683	$35,516	13,021	$803	$41,756	12,187	$592	$30,784
Professional Specialty	12,875	$706	$36,712	6,238	$809	$42,068	6,639	$823	$42,796
Technical, Sales, Administrative Support	25,718	$420	$21,840	9,764	$549	$28,548	15,914	$378	$19,656
Sales Occupations	8,470	$450	$23,400	4,836	$576	$29,952	3,633	$324	$16,848
Administrative support	14,074	$392	$20,384	3,280	$482	$25,064	10,785	$374	$19,448
Service Occupations	9,486	$294	$15,288	4,784	$350	$18,200	4,702	$257	$13,364
Service Occupations except private HH & protective	7,211	$271	$14,092	3,096	$293	$15,236	4,115	$258	$13,416
Precision production, craft & repair	10,795	$504	$26,208	9,824	$515	$26,780	970	$370	$19,240
Operators, fabricators, and laborers	14,745	$373	$19,396	11,333	$406	$21,112	3,412	$293	$15,236
Transportation & materials Moving	4,095	$461	$23,972	3,854	$489	$25,428	242	$51	$2,652
Handlers, equipment cleaners and Laborers	3,617	$311	$16,172	3,010	$319	$16,588	808	$279	$14,508
Farming, forestry, and Fishing	1,426	$282	$14,664	1,266	$290	$15,080	161	$234	$12,168

Source: Bureau of Labor Statistics, Employment and Earnings, January, 1995.
[1]Annual income calculated on a 52-week year.

Median Annual Money Earnings of Persons 25 Years Old and Over, by Educational Attainment, Gender and Age, United States, 1992

Gender, Earnings, and Age	Total	Less Than 9th Grade	Some High School (No Diploma)	High School Graduate (Includes Equivalency)	Some College (No Degree)	Associate Degree	Bachelor's Degree or More				
							Total	Bachelor's Degree	Master's Degree	Professional Degree	Doctor's Degree
Men											
[Number, in thousands]											
Total	77,644	7,302	7,820	25,766	12,920	4,601	19,234	12,154	4,368	1,652	1,060
With Earnings	60,356	3,230	4,983	20,268	10,831	4,072	16,75	10,657	3,887	1,506	916
Median Earnings											
All Ages, 25 and Over	$26,472	$12,206	$15,928	$22,785	$26,873	$30,052	$40,590	$36,691	$43,371	$70,726	$62,285
25 to 34 Years	$21,882	$10,235	$13,449	$20,016	$21,537	$25,489	$31,973	$31,119	$35,555	$39,342	$36,485
35 to 44 Years	$30,306	$14,386	$16,606	$25,587	$30,536	$31,270	$44,211	$40,903	$45,831	$86,870	$64,527
45 to 54 Years	$32,817	$15,317	$20,674	$26,084	$34,243	$36,542	$48,783	$41,898	$51,104	$78,822	$59,155
55 to 64 Years	$26,703	$15,917	$20,352	$23,934	$29,633	$30,482	$42,344	$40,467	$37,429	$80,185	$55,179
65 Years and Over	$9,093	$4,817	$6,941	$8,307	$9,257	$11,247	$19,554	$16,333	$12,406	$48,318	$37,440
Women											
[Number, in thousands]											
Total	85,181	7,826	9,246	31,823	14,175	5,755	16,356	11,465	3,924	584	366
With Earnings	51,248	1,649	3,507	18,882	9,918	4,391	12,898	8,824	3,247	498	329
Median Earnings											
All Ages, 25 and Over	$16,277	$7,942	$9,784	$13,266	$16,611	$19,642	$26,417	$24,126	$30,934	$37,249	$39,901
25 to 34 Years	$16,022	$7,503	$9,205	$12,261	$15,588	$18,427	$24,748	$23,604	$27,088	$35,667	–
35 to 44 Years	$17,286	$8,392	$9,558	$14,145	$17,174	$20,415	$27,551	$25,245	$30,850	$40,000	$40,218
45 to 54 Years	$17,977	$9,846	$11,395	$15,240	$19,324	$21,112	$30,464	$25,818	$34,669	$44,824	$41,490
55 to 64 Years	$14,017	$7,906	$10,064	$12,805	$16,825	$20,227	$27,240	$21,757	$33,037	–	–
65 Years and Over	$6,292	$4,665	$4,993	$6,768	$6,010	$8,894	$7,607	$6,593	$9,087	–	–

Source: US Department of Commerce, Bureau of the Census, Current Population Reports, Series P-60, Money Income of Households, Families, and Persons in the United States: 1992 (prepared August 1994).

Includes full-time and part time workers

– Data not available.

Note: Because of rounding details may not add to totals.

HOUSEHOLD LANGUAGE AND LINGUISTIC ISOLATION, BY LANGUAGE AND COUNTY, NEVADA, 1990

County	Speak Only English	Spanish Language		A/PI Language		Other Language		Total Households
		Linguistically Isolated	Not Isolated	Linguistically Isolated	Not Isolated	Linguistically Isolated	Not Isolated	
Churchill	5,998	41	222	10	111	7	244	6,633
Clark	236,856	5,901	20,134	1,956	6,804	1,488	14,545	287,684
Douglas	9,266	44	574	0	34	63	613	10,594
Elko	9,705	346	1,092	8	57	65	707	11,980
Esmeralda	522	12	29	4	5	3	11	586
Eureka	540	14	32	0	2	4	27	619
Humboldt	3,692	219	386	0	15	56	246	4,594
Lander	1,879	41	187	0	12	19	87	2,225
Lincoln	1,258	6	72	0	2	8	31	1,377
Lyon	6,851	96	443	7	46	34	208	7,685
Mineral	2,221	6	137	8	25	13	128	2,538
Nye	6,045	18	356	0	30	30	247	6,726
Pershing	1,348	24	154	6	2	0	89	1,623
Storey	923	3	30	0	4	3	33	996
Washoe	87,121	1,902	6,422	539	2,177	528	4,741	102,430
White Pine	2,928	22	202	0	10	14	196	3,372
Carson City	14,013	187	723	48	78	67	735	15,851
State Total	391,166	8,882	30,175	2,586	9,414	2,402	22,888	487,513

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.
FILE NAME: P029.DOC

LANGUAGE DEFINITIONS

Language Spoken at Home

In households where one or more persons age 5 years or over speak a language other than English, the household language assigned to all household members is the non-English language spoken by the first person with a non-English language in the following order: householder, spouse, parent, sibling, child, grandchild, other relative, stepchild, unmarried partner, housemate or roommate, roomer, boarder, or foster child, or other nonrelative. Thus, persons who speak only English may have a non-English household language assigned to them in tabulation of persons by household language.

Linguistic Isolation

A household in which no person age 14 years or over speaks only English and no person age 14 years or over who speaks a language other than English speaks English "very well" is classified as "linguistically isolated." All the members of a linguistically isolated household are tabulated as linguistically isolated, including members under age 14 years who may speak only English.

ENGLISH SPEAKING ABILITY OF NEVADANS AGE 5 AND OLDER WHOSE PRINCIPAL LANGUAGE SPOKEN AT HOME IS NOT ENGLISH, 1990

Principal Language Spoken at Home	Speak English Very Well	Speak English Well	Speak English Not Well/ Not at All	Total Foreign Languge Speakers	Percent Foreign Languge Speakers
Spanish	44,401	19,188	21,885	85,474	58.48%
A/PI'	12,790	7,874	4,406	25,070	17.16%
Other	26,793	6,415	2,400	35,608	24.36%
Total	83,984	33,477	28,691	146,152	100.00%

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.

'A/PI=Asian/Pacific Island language.

LANGUAGE DEFINITIONS

Ability to Speak English

Persons 5 years old and over who reported that they spoke a language other than English were also asked to indicate their ability to speak English based on one of the following categories: "Very Well," "Well," "Not Well," "Not at All."

The data on ability to speak English represent the person's own perception about his or her own ability or, because census questionnaires are usually completed by one household member, the responses may represent the perceptions of another household member. The instruction guide and questionnaires that were mailed to households did not include any information on how to interpret the response categories.

Persons who reported that they spoke a language other than English at home but whose ability to speak English was not reported, were assigned the English-language ability of a randomly selected person of the same age, Spanish origin, nativity and year of entry, and language group.

The question on ability to speak English was asked for the first time in 1980. In tabulations from 1980, the categories "Very Well" and "Well" were combined. Data from other surveys indicated a major difference between the category "Very Well" and the remaining categories. In tabulations showing ability to speak English, persons who reported that they spoke English "Very Well" are presented separately from persons who reported their ability to speak English as less than "Very Well."

LIMITED ENGLISH AND NON-ENGLISH SPEAKERS AGE 5 YEARS AND OLDER, BY PRINCIPAL LANGUAGE SPOKEN AND BY COUNTY, NEVADA, 1990

County	Nevada Population 5 Years Old and Older	All Foreign Language Speakers		Spanish Language Speakers		A/PI Language Speakers		Other Language Speakers	
		Speak English Not Well/Not at All	Percent of County	Speak English Not Well/Not at All	Percent of County	Speak English Not Well/Not at All	Percent of County	Speak English Not Well/Not at All	Percent of County
Churchill	16,416	177	1.08%	138	0.84%	24	0.15%	15	0.09%
Clark	685,294	19,768	2.88%	14,984	2.19%	3,220	0.47%	1,564	0.23%
Douglas	25,579	290	1.13%	218	0.85%	0	0.00%	72	0.28%
Elko	30,263	647	2.14%	551	1.82%	18	0.06%	78	0.26%
Esmeralda	1,263	39	3.09%	39	3.09%	0	0.00%	0	0.00%
Eureka	1,411	24	1.70%	18	1.28%	0	0.00%	6	0.43%
Humboldt	11,743	575	4.90%	517	4.40%	0	0.00%	58	0.49%
Lander	5,670	126	2.22%	121	2.13%	0	0.00%	5	0.09%
Lincoln	3,471	32	0.92%	24	0.69%	0	0.00%	8	0.23%
Lyon	18,432	306	1.66%	278	1.51%	5	0.03%	23	0.12%
Mineral	5,925	35	0.59%	14	0.24%	14	0.24%	7	0.12%
Nye	16,510	114	0.69%	88	0.53%	4	0.02%	22	0.13%
Pershing	3,904	115	2.95%	108	2.77%	0	0.00%	7	0.18%
Storey	2,360	8	0.34%	5	0.21%	0	0.00%	3	0.13%
Washoe	235,990	5,671	2.40%	4,147	1.76%	1,078	0.46%	446	0.19%
White Pine	8,584	46	0.54%	24	0.28%	0	0.00%	22	0.26%
Carson City	37,635	718	1.91%	611	1.62%	43	0.11%	64	0.17%
Total	1,110,450	28,691	2.58%	21,885	1.97%	4,406	0.40%	2,400	0.22%

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.

NEVADA POPULATION BY CITIZENSHIP, AGE AND COUNTY, 1990

County	Persons Under 18 Years of Age				18 Years of Age & Over				Total Population
	Native[1]	Naturalized Citizen[2]	Not A Citizen[3]	Total Under 18	Native[1]	Naturalized Citizen[2]	Not A Citizen[3]	Total 18 & Over	
Churchill	5,003	16	92	5,111	12,157	376	294	12,827	17,938
Clark	173,662	1,036	5,906	180,604	497,464	27,660	35,731	560,855	741,459
Douglas	6,958	51	150	7,159	19,285	625	568	20,478	27,637
Elko	10,420	99	177	10,696	21,128	783	923	22,834	33,530
Esmeralda	309	2	5	316	964	16	48	1,028	1,344
Eureka	425	0	3	428	1,040	25	54	1,119	1,547
Humboldt	3,693	41	127	3,861	7,830	395	758	8,983	12,844
Lander	2,061	47	7	2,115	3,830	181	140	4,151	6,266
Lincoln	1,243	27	9	1,279	2,422	38	36	2,496	3,775
Lyon	5,302	35	69	5,406	13,662	438	495	14,595	20,001
Mineral	1,818	12	0	1,830	4,517	89	39	4,645	6,475
Nye	4,219	10	54	4,283	12,980	255	263	13,498	17,781
Pershing	1,300	3	43	1,346	2,740	76	174	2,990	4,336
Storey	568	0	5	573	1,889	29	35	1,953	2,526
Washoe	55,573	433	2,149	58,155	175,730	9,386	11,396	196,512	254,667
White Pine	2,553	0	6	2,559	6,486	122	97	6,705	9,264
Carson City	8,704	11	323	9,038	29,070	1,056	1,279	31,405	40,443
Total State	283,811	1,823	9,125	294,759	813,194	41,550	52,330	907,074	1,201,833

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.

[1]Native includes persons born in the United States, Puerto Rico, or an outlying area of the United States. The small number of persons who were born in a foreign country but have at least one American parent also are included in the category.

[2]Naturalized citizen is a foreign-born person who had completed the naturalization process at the time of the census and upon whom the rights of citizenship had been conferred.

[3]Not a citizen is a foreign-born person who is not a citizen, including a person who had begun but not completed the naturalization process at the time of the census. Citizens are persons who indicate that they were native-born and foreign-born persons who indicated that they have become naturalized.

NEVADA FOREIGN-BORN RESIDENTS BY AGE GROUP AND COUNTY, 1990

County	Under 18 Foreign- Born	18 and Over Foreign- Born	Total Foreign- Born	Total Population	Percent of State Population	Percent of County Population
Churchill	108	670	778	17,938	1.49%	4.34%
Clark	6,942	63,391	70,333	741,459	61.69%	9.49%
Douglas	201	1,193	1,394	27,637	2.30%	5.04%
Elko	276	1,706	1,982	33,530	2.79%	5.91%
Esmeralda	7	64	71	1,344	0.11%	5.28%
Eureka	3	79	82	1,547	0.13%	5.3%
Humboldt	168	1,153	1,321	12,844	1.07%	10.28%
Lander	54	321	375	6,266	0.52%	5.98%
Lincoln	36	74	110	3,775	0.31%	2.91%
Lyon	104	933	1,037	20,001	1.66%	5.18%
Mineral	12	128	140	6,475	0.54%	2.16%
Nye	64	518	582	17,781	1.48%	3.27%
Pershing	46	250	296	4,336	0.36%	6.83%
Storey	5	64	69	2,526	0.21%	2.73%
Washoe	2,582	20,782	23,364	254,667	21.19%	9.17%
White Pine	6	219	225	9,264	0.77%	2.43%
Carson City	334	2,335	2,669	40,443	3.37%	6.6%
Total	10,948	93,880	104,828	1,201,833	100.00%	8.72%
Percent of State Population	0.91%	7.81%	8.72%	100.00%		

SOURCE: U. S. Department of Commerce. Bureau of the Census. 1990 U. S. Census Summary Tape File 3A.